**Clara Norales**

**ED 7201T**

**Dr. Sharon O’Connor-Petruso**

**Wiki #7**

**Annotated Bibliography 4**

1. Ardeshiri, M., Cohen, Sarah & Cummins, J. (2008). Computer-Supported Scaffolding of Literacy Development. *Pedagogies: An International Journal. 4,* 4-21.

In this study, the researchers examine how effective electronics are when they address supporting students’ acquisition of vocabulary versus using hard copy textual environments. There are reports within the study that addresses the extent to which computer technology can support the development of literacy skills of students who are in the process of learning the language of instruction. The piece of technology used in this study is call the e-Lective Language Learning program, and it enable ELL’s to gain access to academic texts that are beyond their current level of target language proficiency and to extend their knowledge of academic language.

1. Cummins, J. (2011). Literacy Engagement – Fueling Academic Growth for English Learners. *The Reading Teacher. Volume 65* (2), 142-146.

In this artice, Jim Cummins present the case for considering literacy engagement as a primary determinant of literacy achievement for English Language Learners and underachieving students. In the article he touches upon the fact that students access to reading materials plays an important role in students’ reading behavior, emergent literacy skills and reading performances.

1. Cummins, J. (2009). Transformative Multiliteracies Pedagogy: School-base Strategies for Closing the Achievement Gap. *Multiple Voices foe Ethnically Diverse Exceptional Learners. Volume 11*(2), 38-56.

In this article, Cummins focus on the kinds of pedagogy required to reverse the underachievement of low income and culturally and linguistically diverse students. Cummins stated that one of the factors that affect students’ educational prospects is the limited access to books and computers.